

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday June 8, 2026 at 6:00 PM PDT

Location

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/85605664032>

Presentations from the Public can only be made at one of the four YPICS locations listed.

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

Bert Corona Charter High School
12513 Gain Street Pacoima, CA 91331

Monseñor Oscar Romero Charter School
2670 W. 11th Street Los Angeles, CA 90006

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	
B. Call the Meeting to Order		Mary Keipp	
C. Additions/Corrections to Agenda		Mary Keipp	1 m
D. Approval of May 18, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications			6:02 PM
A. Presentations from the Public	FYI	Mary Keipp	
END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449			

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during "emergency circumstances" or for "just cause." Specific requirements may be found in the full text of AB2449 ([California Legislation Information](#)). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.

Instructions for Presentations to the Board by Parents and Citizens

YPICS (or the "Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board")

	Purpose	Presenter	Time
<p>is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:</p>			

If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.

When addressing the Board, speakers are requested (but not required) to state their name and address from the podium and adhere to the time limits set forth. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection on the Charter Schools website at ypics.org or at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

YPICS adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. Items Scheduled for Information			6:02 PM
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A. Board Committee Updates	FYI	Committee Chairs	5 m
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1. Board Academic Committee update presented by Committee Chair Cesar Lopez
2. Board Finance Committee update presented by Committee Chair, Michael Green
3. Board Technology Committee update will be presented by Committee Chair, Dean Cho

	Purpose	Presenter	Time
B. YPICS Executive Director Report	FYI	Yvette King-Berg	2 m
C. YPICS Budget Presentation	Discuss	Irina Castillo	5 m
Irina Castillo, ExED VP, has prepared a FY26-27 budget presentation for the Board of Directors.			
IV. Consent Agenda Items			6:14 PM
A. Background	Vote		5 m
All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.			
B. Consent Items	Vote	Mary Keipp	1 m
1. Recommendation to approve the annual Notice of Intent to Exit LAUSD SELPA, effective July 2027.			
V. Items Scheduled For Action			6:20 PM
A. Updated Bert Corona Charter School and Monseñor Oscar Romero Charter School ELO-P Plans	Vote	Ruben Duenas	2 m
This is a recommendation to approve an updated ELOP Plan for Bert Corona Charter School and Monseñor Oscar Romero Charter School. ELO-P plans are periodically updated to reflect changes consistent with the schools' needs.			
B. Bert Corona Charter and Monsenor Oscar Romero School Cost Sharing and Allocation Agreement for Chromebooks	Vote	Ruben Duenas	2 m

	Purpose	Presenter	Time	
	This is a recommendation to approve Bert Corona Charter and Monsenor Oscar Romero Charter School Cost Sharing and Allocation Agreement for Chromebooks with General and ELO-P funds.			
C.	Approve One Year Extension of the Meal Program Contract for 26-27 School Year	Vote	Yvette King-Berg	2 m
	This is a recommendation to approve a one year extension of the YPICS, school food authority Monseñor Oscar Romero, meal program contract with Fresh Start Meals for the 26-27 School Year.			
D.	Approve YPICS Extreme Weather Policy and Procedures	Vote	Ruben Duenas	2 m
	This is a recommendation to approve the YPICS Extreme Weather Policy and Procedures in accordance with EC 33355.			
	The SB 1248 Extreme Weather guidelines was implemented to guide Local Educational Agencies on Developing Weather Safety Protocols Pursuant to California Education Code 33355. Local Educational Agencies (LEA) must implement on or before July 1, 2026 the following: develop, adopt, and implement weather protocols for extreme weather conditions; (2) The weather protocols shall incorporate the standardized guidelines compiled by the [CDE] pursuant to subdivision (a) [of EC 33355] and shall detail the specific measures to be taken during extreme weather conditions.			
E.	2026-2027 YPICS Salary Tables	Vote	Ruben Duenas	2 m
	This is a recommendation to approve the proposed YPICS Salary Tables for Hourly Staff with an Increase of 3.08%, and the Teachers, Counselors, and Administrative Team with an increase of 2.87%.			
F.	Closure of US Bank and Chase Bank Parent-Student Accounts and Depositing Funds to Banc of CA Operating Account	Vote	Ruben Duenas	2 m
	This is a recommendation to close out student and parents accounts with Chase Bank and US Bank and deposit funds into the YPICS Banc of CA operating account.			

Purpose	Presenter	Time
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The middle schools currently have separate accounts with different banks for their student and parent accounts. YPICS would like to move the funds into the general operating accounts with parent and student funds being funding lines.

VI.	Announcements	6:32 PM
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A.	Next Board Meeting	FYI
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What: YPICS Board Meeting
 When: Monday, June 29, 2026
 Where: YPICS Learning and Support Center
 Time: 6:30 PM - 8:00 PM

B.	LCAP Public Hearing	FYI
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What: LCAP Public Hearing
 When: Monday, June 29, 2026
 Where: 10660 White Oak Avenue, Granada Hills, CA 91344
 Time: 6:00-6:30 PM

VII.	Closing Items
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A.	Adjourn Meeting	Vote	Mary Keipp
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Coversheet

Approval of May 18, 2026 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of May 18, 2026 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on May 18, 2026

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday May 18, 2026 at 6:00 PM

Location

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

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1728 S. Vermont Ave, Los Angeles CA 90006

Trustees Present

C. Lopez, D. Cho, M. Green

Trustees Absent

M. Keipp, S. Mendoza

Guests Present

D. Rios (remote), F. Zepeda, I. Castillo, K. Gamez (remote), K. Myers, M. Garcia, R. Bradford, R. Duenas, V. Nutt, Valinda Meneses (remote), Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Lopez called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 18, 2026 at 6:18 PM.

C. Additions/Corrections to Agenda

M. Green made a motion to reorganize the agenda and have all action items addressed before the informational items.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Lopez Aye

M. Green Aye

S. Mendoza Absent

M. Keipp Absent

D. Cho Aye

D. Approval of March 30, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from Regular Board Meeting on 03-30-26.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza Absent

D. Cho Aye

M. Green Aye

C. Lopez Aye

Roll Call

M. Keipp Absent

E. Approval of April 27, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 04-27-26.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye

M. Keipp Absent

C. Lopez Aye

S. Mendoza Absent

M. Green Aye

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to approve the consent agenda items.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye

S. Mendoza Absent

M. Green Aye

C. Lopez Aye

M. Keipp Absent

IV. Items Scheduled For Action

A. FY25-26 YPICS April Financials

D. Cho made a motion to approve the April 2026 YPICS financials and check registers as submitted.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye
M. Green Aye
C. Lopez Aye
M. Keipp Absent
S. Mendoza Absent

B. ExED Agreement for FY 2026-27

M. Green made a motion to approve the FY2026-27 ExED agreement for business and CALPADS reporting services.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye
M. Keipp Absent
S. Mendoza Absent
M. Green Aye
C. Lopez Aye

C. 2026-27 YPICS Declaration of Need (CL-500)

M. Green made a motion to approve the FY2026-27 YPICS Declaration of Need (CL-500) with the typo correction from five (5) to six (6) total limited assignment permits.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green Aye
S. Mendoza Absent
D. Cho Aye
M. Keipp Absent
C. Lopez Aye

V. Items Scheduled for Information

A. Board Committee Updates

Academic Committee Chair, Cesar Lopez

Our last Academic Committee Meeting was today at 5:00 p.m. I had the privilege of sitting down with our educational leaders to review their End-of-Year (EOY) benchmark data. I am proud to report to the **Full Board that our students are showing incredible growth, a direct result of our staff's dedication and our leadership team's strategic focus. We look forward to sharing the detailed data trends with you soon, as we plan for the upcoming school year.**

Fiscal Committee Chair, Michael Green

The Fiscal Committee is currently reviewing the 2026–27 budget, which remains a work in progress as we analyze the Governor’s May Revision. While this Board fully supports our teachers and their vital impact on our students and families, we must approach salary commitments conservatively until our actual funding is locked in. Our priority is to remain both fiscally responsible today and resilient for future years

Technology Chair, Dean Cho:

E-Rate Status and Plans

FY2026: YPICS did not engage in any new C1 or C2 contracts. We are continuing our existing C1 agreements.

- FY2027: Our team will begin to evaluate the networking equipment at MORCS to support the transition to Meraki.

Current Project and Wins

- E-Rate Consultant Evaluation: Prior to the meeting, Ryan vetted several alternative consultants. During our meeting, we reviewed a proposal from a firm that came highly recommended from neighboring school districts. Board Member Cho offered his feedback and guidance on their proposal. As a next step, Ryan will share this proposal with Ruben Duenas.
- Team Transitions: In April, our team said goodbye to one of our technicians and successfully onboarded a new one.
- Evaluation of our Internal Inventory and Repair Workflows: Our team is evaluating and refining our internal processes for reporting and repairing damaged student devices. As part of this project, we are also looking at ways to streamline the process for all parties and connect our currently unconnected systems.

B. Bert Corona Charter School Executive Administrator's Report

READING- IREADY In reading, we achieved 147% typical growth median, with 62% of students meeting their typical growth. While we performed well across the school, our 7th graders stood out with 197% typical growth and 68% of students meeting their typical. Moreover, our other student groups, including students with disabilities, English Learners, and socioeconomically disadvantaged students, all performed well; English Learners even outpaced the general population's growth!

For math, our school also met our goals for all student groups. As a school, we achieved 100% typical growth, and 52% of students met their typical growth. Additionally, all of our

student subgroups, including English Learners, students with special needs, and socioeconomically disadvantaged students, exceeded their typical growth goals as a group. Students with special needs showed especially strong growth in math, achieving 146% typical growth! Our 6th graders were an interesting group in terms of math performance: although they achieved only 87% of their typical growth, 24% ended the year at grade level (up from 9% at the beginning of the year). That is, although their median growth was lower, they achieved a high level of proficiency. My hope is that this translates into higher scores on our CAASPP assessment!

LAUSD Board Meeting Presentation in support of the BCCS Renewal

BCCS Office Assistant Ms. Olivera, Bert Alumni & UC Davis, spoke on her own behalf and read a letter from another alum and current parent articulating both of their positive experiences and why he has chosen BCCS for his children. This alum drives from Palmdale so his kids can have the same positive experiences he had at BCCS.

Mr. Arreola, BCCS Coordinator of School Climate and Culture, recounted his positive BCCS experiences growing in multiple roles from teaching assistant, teacher, and now administration, and also choosing to bring his son to the school as well.

C. Monseñor Oscar Romero Charter School Executive Administrator's Report

We are proud to share strong indicators of student growth from our most recent i-Ready diagnostic assessments in both Mathematics and Reading. These results reflect the collective efforts of our staff to focus on targeted instruction, intervention, and student motivation.

In Mathematics, 53% of students schoolwide met their typical growth goals. Notably, 60% of English Learners and 63% of Students with Disabilities met their growth targets, demonstrating meaningful progress among key student groups. When looking at placement movement, 49% of 6th-grade students, 63% of 7th-grade students, and 51% of 8th-grade students improved by at least one placement level.

In Reading, outcomes were even stronger, with 62% of students schoolwide meeting their typical growth goals. English Learners also met this benchmark at 71%, while Students with Disabilities exceeded it at 73%. Placement level growth was evident across all grade levels, with 56% of 6th graders, 59% of 7th graders, and 65% of 8th graders improving by at least one level.

These results are especially encouraging as they reflect not only academic progress but also the effectiveness of our schoolwide focus on literacy development. Intentional efforts

to celebrate student growth and provide incentives across grade levels have contributed positively to student motivation and performance, particularly in Reading.

We are hopeful that this will translate into growth in student achievement on the CAASPP test, which our students are currently working to finalize for the year.

D. Bert Corona Charter High School Executive Administrator's Report

Academics

The NWEA MAP Reading results for Bert Corona Charter High School from Fall to Spring 2025-2026 demonstrate a strong upward trend in student achievement across all key subgroups. The general student population achieved a robust median growth percentile of 63rd, elevating the school's median achievement from the 35th percentile in the Fall to the 45th percentile by Spring. English Learners (ELs) showed equally significant progress, also posting a median growth percentile of 63rd and nearly doubling their achievement from the 16th to the 28th percentile. This positive trajectory extended to students with an Individualized Education Plan (IEP), who reached an overall growth median of the 59th percentile. Notable grade-level performance was seen in Grade 12, where students with an IEP achieved a high growth median of the 73rd percentile, while Grade 9 followed with a solid 60th percentile. These collective results highlight a high-growth environment in which specialized support for EL and IEP populations effectively closes achievement gaps and drives academic excellence.

The NWEA MAP Math results indicate a steady upward trend in achievement across the student body. For the general population, the school achieved a median growth percentile of 44th, which successfully shifted median achievement from the 26th percentile in the Fall to the 30th percentile by Spring. This progress was notably led by the 9th-grade cohort, which posted a median growth percentile of 52nd and improved its achievement from the 14th to the 22nd percentile. English Learners (ELs) demonstrated a similar growth trajectory, with a median growth percentile of 44th, resulting in an increase in achievement from the 8th to the 13th percentile. Additionally, students with an Individualized Education Plan (IEP) achieved a median growth percentile of 38th, which moved their median achievement from the 13th percentile in the Fall to the 15th percentile by Spring. These results reflect a consistent commitment to academic advancement, particularly in foundational math skills.

Student Civic Engagement: Junior Angel Arciniega represented Bert Corona Charter High School at Los Angeles City Hall, where he advocated alongside Councilmember Imelda Padilla and community leaders for legislation banning the sale of nitrous oxide near schools. The LA City Council unanimously passed the motion. Angel was moved to act after observing nitrous oxide canisters being sold directly across the street from our campus, which is co-located with a middle school, and witnessing the product's impact on peers. He spoke to local news media, citing student accounts of difficulty stopping use

and the confirmed medical risks, including loss of consciousness and potential fatality.
(Read full Board Report for more)

LAUSD Board Meeting Presentation- BCCHS supports BCCS in the Renewal Process

Yolanda Fuentes – Administrator and Parent

- Personal testimony from both a staff and a parent perspective: Fuentes spoke from dual perspectives, offering credibility as someone who chose Bert Corona for her own children and now works there professionally.
- Long-term student outcomes: Her eldest daughter, who attended over 15 years ago, is now successfully completing her third year at Cal State Fullerton — a direct testament to the school's academic preparation.
- Support for students with special needs: Two of her children have special needs, and she highlighted the SPED department's proactive, individualized approach — including coordinating with elementary teachers to tailor instruction from an early age.
- School as a community pillar: She repeatedly emphasized that Bert Corona functions as more than a school, providing family support and a sense of belonging, particularly for households facing hardship.
- College access and aspiration-building: The middle school's college visit program expanded her son's ambitions beyond local options — he is now aiming for UC Santa Cruz.

John Oviedo – Senior Student

- Sense of belonging: He credited Bert Corona Middle School with fostering a sense of community and identity at a time when he was still finding his place.
- Personalized attention from staff: Named specific educators — Principal Mr. Garcia and AP Biology teacher Mr. Rothy — who invested in him individually, illustrating the school's culture of accessibility and mentorship.
- Development of self-advocacy: Beyond academics, he highlighted how the school helped him find his voice and develop life skills not typically taught in the classroom.
- Concrete academic achievement: He will attend UC Davis in the fall to study Environmental Toxicology — a direct outcome he attributes to the school's influence and encouragement.
- Call to the board: He closed with a direct appeal for continued investment in schools that provide this type of holistic, student-centered education.

Both speakers reinforced a consistent theme: Bert Corona's value lies not just in academic outcomes, but in its role as a supportive, personalized community that meets students where they are and elevates their long-term aspirations.

E.

YPICS Director of Special Education Report

Comparison of May Data vs April Data

Comparing and analyzing IEP and Service Compliance data for April and March reveals that YPICS special education department is performing exceptionally well, with nearly every student receiving the majority of their mandated support. The detailed comparison, including the change from March to April, is provided below:

Summary of Key Changes 2

- Overdue IEPs:

Significant improvement across the board. Both BCCHS and MORCS cleared their overdue IEPs, bringing all three schools to zero overdue IEPs in May (at the time of this report).

- BCCHS & MORCS Improvement:

Both schools saw an increase in top-tier compliance (Tiers 1-2) and a decrease in the lowest-performing tiers.

- BCCS Trend: BCCS saw a notable shift, with a 7.2% decrease in top-tier compliance and an increase in Tier 3 service delivery, which is still appropriate service delivery.

F. YPICS Chief Operations Officer's Report

We are steadily progressing with site-by-site and LSC budget reviews. Our next steps for finalizing the 2026–27 YPICS budgets depend on the pending May Revision analyses from the LAO and School Services of California. We are standing by for those final numbers to ensure our financial planning is as accurate and responsible as possible.

G. YPICS Executive Director Report

While we completely support our educators, matching the large-scale LAUSD salary increases is not a financially viable path for our charter model. What we *can* promise is a continued investment in a sustainable working environment. We pride ourselves on maintaining low class sizes, robust health benefits for families, and a collaborative team structure that prevents teacher burnout. We are consulting with state fiscal experts and will work hand in hand with ExED and the Board to direct a budget that honors our staff while securing our long-term future.

H. Proposed 2026-27 Board Meeting Dates

All Meetings are held on Monday

- Regular Board Meeting: **August 24, 2026**
- Academic and Regular Board Meeting: **September 28, 2026**
- Finance and Regular Board Meeting: **November 9, 2026**
- Regular Board Meeting: December 7, 2026
- Finance and Regular Board Meeting: February 1, 2027

- Regular Board Meeting: **March 1, 2027**
- Regular Board Meeting: **March 29, 2027**
- Regular Board Meeting: **April 26, 2027**
- Regular Board Meeting: **May 17, 2027**
- Regular Board Meeting: **June 14, 2027**
- Regular Board Meeting: **June 29, 2027**

VI. Closed Session

A. Government Code - 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Personnel

The Board moved into Closed Session at 7:23 PM.

B. Government Code - 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director

The Board moved into Closed Session at 7:23 PM.

C. Government Code - 54956.9(b) ANTICIPATED LITIGATION

The Board moved into Closed Session at 7:23 PM.

VII. Open Session

A. Action Taken in Closed Session

The Board reconvened Open Session at 7:36 PM.

Board Vice Chair, Cesar Lopez reported no action was taken in Closed Session.

VIII. Announcements

A. Next Board Meeting

The next board meeting will be Monday, June 8, 2026 at the Learning and Support Center.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:36 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

YPICS Executive Director Report

Section: III. Items Scheduled for Information
Item: B. YPICS Executive Director Report
Purpose: FYI
Submitted by:
Related Material: Governance Communication FY26.pdf
Charter Industry Tool.pdf



CliftonLarsonAllen LLP
901 Via Piemonte Suite 300
Ontario, CA 91764

phone 909.985.7286 fax 909.982.0487
CLAconnect.com

June 4, 2026

To the Board and Management of
YPI Charter Schools, Inc.

We are engaged to audit the financial statements of YPI Charter Schools, Inc. as of and for the year ended June 30, 2026. Professional standards require that we communicate to you the following information related to our audit. We will contact you to schedule a meeting to discuss this information since a two-way dialogue can provide valuable information for the audit process. We ask if you have any questions or need clarification to any of email the following: Wade.McMullen@claconnect.com, Derrick.Debruyne@claconnect.com, Lili.Huang@claconnect.com, Marlen.Gomez@claconnect.com.

Deadline, Timelines and Meetings

Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by **December 15** of each year.

To file the report on or before the December 15, 2026 state deadline:

- Spring interim and final field work will be scheduled with assistance from management and interim deadlines will be established.
- We will schedule an interim exit meeting with management and certain members of governance to discuss any audit issues. This will ensure that all interim audit work and personnel interviews are complete by **August 1, 2026**. We will also use this meeting to revisit and re-confirm final audit fieldwork dates and the governance meeting date to review the audit draft.
- Final fieldwork scheduling dates will need to be prior to **October 31, 2026**, if possible. If final fieldwork dates are scheduled after this date, all information requested must be received by **October 31, 2026**.
- We request that basic financial information (**trial balance and general ledger as of June 30, 2026 and general ledger for the next fiscal year**) be transmitted to us no later than September 21, 2026. Earlier transmittal is strongly encouraged.
- In order to file the report on or before the December 15 state deadline, **all audit information requests made prior to October 20, 2026 should be received no later than October 31, 2026**. This will allow us the time needed to complete the audit and submit our working-papers to our national assurance quality control team.

If a *significant amount* of the audit information requests are not received by the specified dates, we will send a letter to Board and Management specifying the extent of outstanding information and possibly recommend notifying YPI Charter Schools, Inc.'s authorizer that an audit report filing extension to **January 31, 2026** is needed. **The decision to apply for this extension is solely the responsibility of YPI Charter Schools, Inc.'s Board and Management.**

Our responsibility under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards***Financial statements, internal control, and compliance***

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit.

Those standards also require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under U.S. GAAS and *Government Auditing Standards*.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.
- Form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America.
- Plan and perform the audit to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the

aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

- Perform, as part of obtaining reasonable assurance about whether the financial statements as a whole are free from material misstatement, tests of the entity's compliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our tests is not to provide an opinion on compliance with such provisions and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.
- Provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*.
- Communicate significant matters related to the financial statement audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.
- Communicate circumstances that affect the form and content of the auditors' report.
- Communicating any matters relevant to compliance with the *California State K-12 Audit Guide*.

Our responsibility under Auditing Standards Generally Accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* Financial statements, internal control, and compliance

If it is determined that YPI Charter Schools, Inc. has expended more than \$1,000,000 in federal funds during the course of the year being audited, the additional following responsibilities apply:

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). In addition to the Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, we will:

- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over compliance. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control over compliance that we identify during the audit that are required to be communicated.

- Plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the applicable compliance requirements occurred. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. Material noncompliance can arise from fraud or error and is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report.
- Perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.
- Consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.
- Perform tests of transactions and other applicable procedures described in the “OMB Compliance Supplement” for the types of compliance requirements that could have a direct and material effect on each of the entity’s major programs. The purpose of these procedures will be to express an opinion on the entity’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the entity’s compliance with those requirements.
- Provide a report on internal control over compliance related to major programs and express an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Our responsibility for the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the SEFA in relation to the financial statements as a whole and to report on whether the SEFA is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the SEFA to determine whether the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our audit of the financial statements does not relieve you or management of your responsibilities.

We gave significant consideration to assisting management with the preparation of the financial statements to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

Supplementary information in relation to the financial statements as a whole

Because we were engaged to report on the supplementary information accompanying the financial statements, our responsibility for other supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the information to determine whether the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Planned scope and timing of the audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit of the financial statements will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters may be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Revenue recognition
- Management override of controls

As a result of unexpected events, changes in conditions, or the audit evidence obtained from the results of audit procedures performed, we may need to modify the overall audit strategy and audit plan and, thereby, the resulting planned nature, timing, and extent of further audit procedures, based on the revised consideration of assessed risks.

We expect to begin our audit in the Spring of 2026 and issue our report no later than December 15, 2026.

Other planning matters

Recognizing the importance of two-way communication, we encourage you to provide us with information you consider relevant to the audit. This may include, but is not limited to, the following items:

- Your views about the following matters:
 - The appropriate person(s) in the entity's governance structure with whom we should communicate.
 - The allocation of responsibilities between those charged with governance and management.
 - The entity's objectives and strategies and the related business risks that may result in material misstatements.
 - Matters you believe warrant particular attention during the audit and any areas for which you request additional procedures to be undertaken.
 - Significant communications between the entity and regulators.
 - Other matters you believe are relevant to the audit of the financial statements.
- The attitudes, awareness, and actions of those charged with governance concerning (a) the entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control, and (b) the detection or the possibility of fraud.
- The actions of those charged with governance in response to developments in law, accounting standards, corporate governance practices, and other related matters, and the effects of such developments on, for example, the overall presentation, structure, and content of the financial statements, including the following:
 - The relevance, reliability, comparability, and understandability of the information presented in the financial statements.
 - Whether all required information has been included in the financial statements, and whether such information has been appropriately classified, aggregated or disaggregated, and presented.
- The actions of those charged with governance in response to previous communications with the auditor.
- Your understanding of the risks of fraud and the controls in place to prevent and detect fraud, including your views on the following matters:
 - The “tone at the top” conveyed by management.

- The risk that the entity's financial statements or schedule of expenditures of federal awards might be materially misstated due to fraud.
- Programs and controls that the entity has established to mitigate identified fraud risks or that otherwise help to prevent, deter, and detect fraud.
- How and how often you review the entity's policies on fraud prevention and detection.
- If a fraud hotline is in place, how it is monitored and how you are notified of allegations or concerns.
- How you exercise oversight of management's processes for identifying and responding to the risks of fraud and the programs and controls management has established to mitigate those risks.
- The risks of fraud at the entity, including any specific fraud risks the entity has identified or account balances, classes of transactions, or disclosures for which a risk of fraud may be likely to exist.
- Examples of fraud-related discussions management has had with you.
- Any actual or suspected fraud affecting the entity or its federal award programs that you are aware of, including measures taken to address the fraud.
- Any allegations of fraud or suspected fraud (e.g., received in communications from employees, former employees, grantors, regulators, or others) that you are aware of.
- Any knowledge of possible or actual policy violations or abuses of broad programs and controls occurring during the period being audited or the subsequent period.
- Any accounting policies or procedures applied to smooth earnings, meet debt covenants, minimize taxes, or achieve budget, bonus, or other financial targets that you are aware of; and whether you are aware of any accounting policies that you consider aggressive.
- How you oversee the entity's (1) compliance with laws, regulations, and provisions of contracts and grant agreements, (2) policies relative to the prevention of noncompliance and illegal acts, and (3) use of directives (for example, a code of ethics) and periodic representations obtained from management-level employees about compliance with laws, regulations, and provisions of contracts and grant agreements.
- Whether you are aware of any noncompliance with laws, regulations, contracts, and grant agreements, including measures taken to address the noncompliance.
- If the entity uses a service organization, your knowledge of any fraud, noncompliance, or uncorrected misstatements affecting the entity's financial statements or federal award programs reported by the service organization or otherwise known to you.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of YPI Charter Schools, Inc. and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

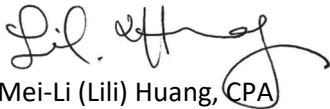
CliftonLarsonAllen LLP



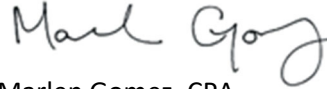
Wade McMullen, CPA
Principal
909-985-7286
Wade.McMullen@claconnect.com



Derrick DeBruyne, CFE, CPA
Principal
909-985-7286
Derrick.DeBruyne@claconnect.com



Mei-Li (Lili) Huang, CPA
Principal
909-985-7286
Lili.Huang@claconnect.com

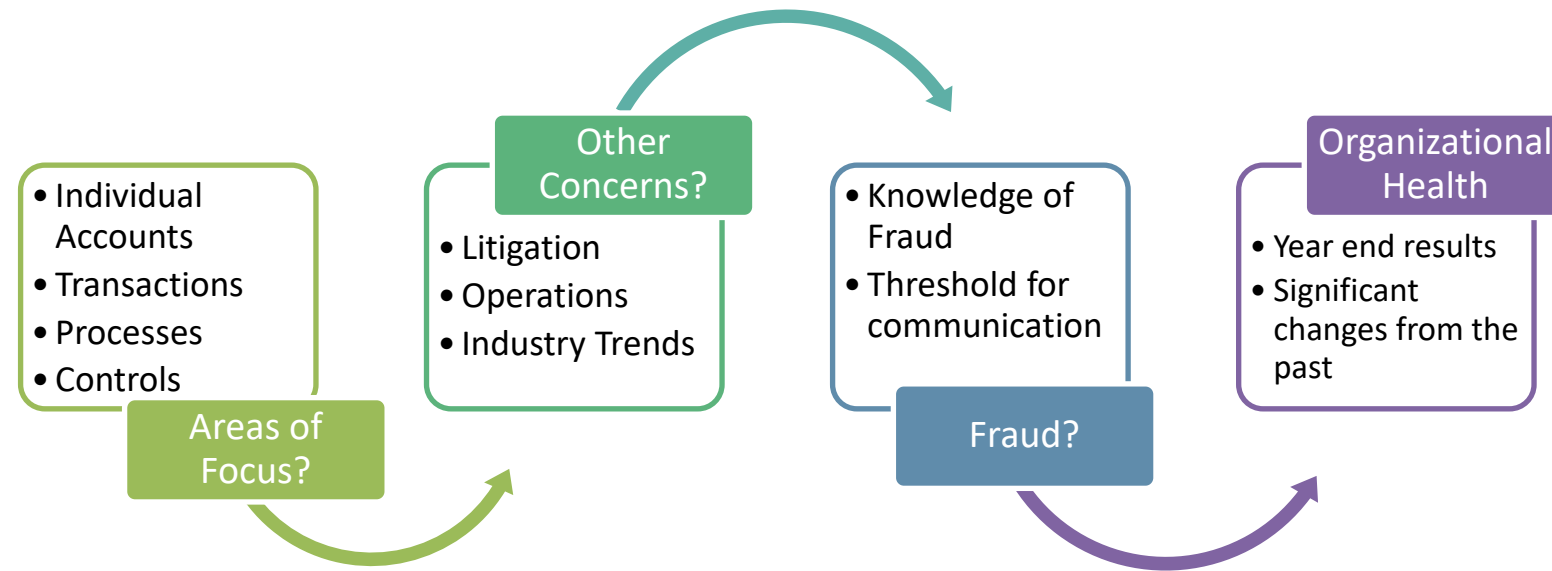


Marlen Gomez, CPA
Principal
909-985-7286
Marlen.Gomez@claconnect.com

Create Opportunities

We promise to know you and help you.

Governance and Management



Ask us how we can help you with:

- CARES Act Funding and applicable Single Audit
- New accounting system
- Digital Analytics and Data

Resource Tools

CLACONNECT:

<https://www.clacconnect.com/industries/nonprofit#Resources>

Charter School Audit Guide: <http://eaap.ca.gov/>

OMB Compliance Supplement: <https://www.fac.gov/compliance/>

CDE Revenue Funding: <https://www.cde.ca.gov/fg/fo/fr/>

Implementing best practices

- Observation: Changes in personnel and operations have focused more attention on processes and procedures.
- Recommendation: CLA business opportunity assessment to analyze your structure, process and systems.

Cybersecurity and risk management

- Observation: Cyber attacks are a prevalent threat and constantly evolving.
- Recommendation: CLA professionals can analyze key aspects of cybersecurity and make specific recommendations for your organization.

Financial planning and wealth management

- Observation: High 401(k) fees
- Recommendation: CLA Retirement Plan Diagnostic with CLA Wealth Advisor



CLACONNECT.COM

WEALTH ADVISORY
OUTSOURCING
AUDIT, TAX, AND
CONSULTING

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: 1.) DRAFT June 2026 Collective LAUSD SELPA Notification Letter.pdf

May 27, 2026

Jose Soto, Ed.D.
Executive Director
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Dr. Soto,

Charter schools participating in Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) Charter Operated Programs: Option 3 ("COP3") are committed to the work of building strong, sustainable special education programs for students with disabilities in Los Angeles. That work depends on a productive relationship with LAUSD's Division of Special Education and Charter Operated Programs team, and we are grateful for the ongoing collaboration that makes this possible.

COP3 now encompasses more than 200 charter schools serving over 13,000 students with disabilities, including approximately 2,500 students with extensive support needs. Over the past decade, the COP3 model has enabled significant development of charter school special education infrastructure, including the implementation of at least 115 new charter school programs for students with disabilities, representing demonstrated commitment to ensuring that families across Los Angeles have access to high-quality programs regardless of the school they choose.

We also recognize that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Charter schools must therefore preserve the ability to exit the SELPA should that determination serve the best interests of their students. Please accept this letter as formal notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2027.
















This letter is not binding and serves the administrative purpose of providing one-year advance notice of intent to exit the SELPA. Should the charter schools determine that continued participation in the LAUSD SELPA best serves their students, they will remain for the 2027–28 academic year.



We look forward to our continued partnership on behalf of all students and families.



















Sincerely




Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Chief Executive Officer/Superintendent, Granada Hills Charter School

CC: Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Gutierrez, Director, Charter Schools Division
Rachel Heenan, California Department of Education

 <p>Pablo Cesar Villavicencio Chief Executive Officer Alliance College-Ready Public Schools</p>	 <p>Christopher Carr Executive Director, Los Angeles Aspire Public Schools</p>	 <p>Jesse Melgares Chief Executive Officer The Accelerated Schools</p>
 <p>Kalin Balcomb Executive Director Arts in Action Community Charter Schools</p>	 <p>Ana Martinez Executive Director Bright Star Schools</p>	 <p>Ari Bennett Principal Birmingham Community Charter High School</p>
 <p>Aida Tatossian Founding Principal Ararat Charter</p>	 <p>Linda Lee Executive Director California Creative Learning Academy</p>	 <p>Adriana Abich Chief Executive Officer Camino Nuevo Charter Academy</p>
 <p>Erin Studer Executive Director CHIME Institute's Schwarzenegger Community School</p>	 <p>Catherine Belcher Executive Director Champs Charter HS of Arts</p>	 <p>Patricia Smith Executive Director CATCH Prep Charter High School</p>
 <p>Cristina de Jesus President and CEO Green Dot Public Schools California</p>	 <p>Sofia Roditti Chief Executive Officer Equitas Academy Charter Schools</p>	 <p>Melissa Kaplan Executive Director Citizens of the World Los Angeles</p>

 <p>Karen Smith Principal Discovery Charter Preparatory #2</p>	 <p>David Riddick Executive Director Fenton Charter Public Schools</p>	 <p>David Hussey Executive Director El Camino Real Charter High School</p>
 <p>Oliver Siat Chief Executive Officer Ednovate</p>	 <p>Rhonda Baldenegro Executive Director Gabriella Charter Schools</p>	 <p>Vanessa Garza Executive Director GALS Los Angeles</p>
 <p>Brian Bauer Chief Executive Officer/ Superintendent Granada Hills Charter School</p>	 <p>Colleen Molina Principal High Tech Los Angeles</p>	 <p>TyAnthony Davis Chief Executive Officer ICEF Public Schools</p>
 <p>William Toomey Superintendent Ingenium Schools</p>	 <p>Nadia Shaiq Chief Executive Officer ISANA</p>	 <p>Myranda Marsh Executive Director James Jordan Middle School</p>
 <p>Angella Martinez Chief Executive Officer KIPP SoCal</p>	 <p>Amy Held Executive Director Larchmont Charter School</p>	 <p>Dan Maguire Head of School Libertas College Prep</p>
 <p>Arina Goldring CEO/Superintendent Los Angeles Leadership Primary Academy</p>	 <p>Alfredo Rubalcava Chief Executive Officer Magnolia Public Schools</p>	 <p>Jose Salas Executive Director Montague Charter Academy for Arts and Sciences</p>

 <p>Gayle Nadler Executive Director Multicultural Learning Center</p>	 <p>Eric Todd Principal N.E.W. Academy of Science and Art N.E.W. Academy Canoga Park</p>	 <p>Paul Okaiteye Chief Executive Officer New Designs Charter Schools</p>
 <p>Amy Berfield Executive Director New Heights Charter School</p>	 <p>Richard Thomas Executive Director New Horizons Charter School</p>	 <p>Brooke Rios Executive Director New Los Angeles Charter Schools</p>
 <p>Sylvia Fajardo Executive Director Pacoima Charter School</p>	 <p>Pam Magee Executive Director Palisades Charter High School</p>	 <p>Tim Didkan Principal Port of Los Angeles High School</p>
 <p>Connie Rivas Superintendent PUC Schools</p>	 <p>Drew Furedi President and CEO Para los Niños</p>	 <p>PK Candaux/ Sidnie Gallegos Co Directors Renaissance Arts Academy</p>
 <p>Janette Rodrigue- Pack Chief Executive Officer STEM Preparatory Schools</p>	 <p>Rhonda Deomampo CEO/Superintendent Synergy Academies</p>	 <p>Loreen Riley Chief Executive Officer Value Schools</p>
 <p>Carolyn Yaffe Executive Director Valley Charter Schools</p>	 <p>Anne Cochran Executive Director Valley International Prep High School</p>	 <p>Jason Watts Executive Director Scholarship Prep Charter School</p>

 <p>Collin Felch, Ed.D. Superintendent Vista Charter Public Schools</p>	 <p>Fidel Ramirez Chief Executive Officer Vaughn Next Century Learning Center</p>	 <p>Errica Dotson, M.Ed. Interim Executive Director Watts Learning Center</p>
 <p>Shawna Draxton Executive Director WISH Community and Academy Schools</p>	 <p>Yvette King-Berg Executive Director YPI Charter Schools</p>	

Coversheet

Updated Bert Corona Charter School and Monseñor Oscar Romero Charter School ELO-P Plans

Section: V. Items Scheduled For Action
Item: A. Updated Bert Corona Charter School and Monseñor Oscar Romero
Charter School ELO-P Plans
Purpose: Vote
Submitted by:
Related Material: ELOP Plan BCCS- Expanded Learning Opportunities Program Plan.pdf
ELOP Plan MORCS- Expanded Learning Opportunities Program Plan.pdf

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



**BERT
CORONA**
CHARTER SCHOOL

Prepared by:

YPI Charter Schools

Ruben Duenas, Chief Operations Officer

Nicholas Silva, Coordinator of Expanded Learning Programs

Revised and approved on December 5, 2022

Revised and Approved February 28, 2022

Revised and Approved on June 8, 2026

This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Rev. 8/24/2023

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Bert Corona Charter School

Contact Name: Dr. Kevin Myers

Contact Email: drmyers@coronacharter.org

Contact Phone: 818-834-5805

Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

- Bert Corona Charter School- 9400 Remick Ave Pacoima, CA 91331

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Expanded learning opportunities will be offered on the campus of the Charter School and occasionally, off campus. The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. The Charter School implements a framework of School-wide Positive Behavior Intervention and Support in conjunction with Restorative Justice practices.

The Charter School operates an Attendance Recovery (AR) program in conjunction with ELO-P outside of regular school hours. AR sessions are integrated into our expanded learning schedule, ensuring participating students seamlessly transition into enrichment, recreational activities, and meal services upon completing their recovery coursework.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Charter School provides students with a rigorous standards-based instructional program for students. To ensure success for all students, staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the academic content. The Charter School leadership team will ensure alignment between academic goals and targets during the typical instructional day with learning opportunities either before school, after school, weekends, intersessions (Thanksgiving, winter, spring, and summer breaks), and holidays. The program will also include student clubs and sports to ensure students are meaningfully engaged. In addition to providing programs focused on academics, social emotional learning, **technology**, enrichment and physical activities, the program will also implement activities such as the ones described below to further engage students in learning experiences which complement the regular school day learning.

Evening and/or weekend field trips:

- Visit Museums: Discovery Center, Natural History, Academy of Arts & Sciences, The Getty,

LACMA, Autry, etc.

- Hiking experiences
- Sporting Events: Professional Baseball, Basketball, Soccer game, College Football, Basketball, Volleyball, Soccer game, etc.
- Musical Plays

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- Practices off campus: i.e. Volleyball scrimmage on the beach
- Service Projects: Beach Clean-up, river clean-up
- College Visit: Campuses near our neighborhood
- Amusement Parks: in connection with math, physics, art, etc.

Overnight weekend field trips:

- College campus tours: Overnight college tour (1 night, 2 days)- visit Northern and Southern California colleges.
- Outdoor expeditions/programs (hiking, camping, backpacking, and ropes course)

Summer/ Supplemental programs:

- College campus tours: Overnight college tour (3 night, 4 days) - Visit schools out of state ● Resident Programs: overnight programs on college campus
- Outdoor expeditions expeditions/programs (hiking, camping, backpacking, and ropes course)
- Summer Camp experiences: Technology, STEAM, College Bound, etc.
- Overnight sleep away camp
- Overnight (week long) educational tours: Programs out of state/country will provide students opportunities to learn other cultures and explore new cities/countries and geographical landmarks.
- Partnerships with other local non-profit organizations
- Provide nine hour programming for a minimum of 30 non-school days per school year

The Goals of the Expanded Learning Opportunities Program are:

1. To improve academic skills through Targeted Academic Support which will include tutoring and Project Based Learning Enrichment Classes
2. To create a sense of connection to school (belonging) through clubs and sports

In alignment with our continuous quality improvement plan, the school utilizes an Attendance Recovery program to recapture lost instructional time and mitigate chronic absenteeism. Supervised by a certified Teacher, the AR curriculum provides targeted, standards-aligned academic intervention in core subjects, serving as a direct extension of our daily instructional program.

ELOP programming will enhance the learning and growth opportunities provided during the regular school day and will not be a duplication.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The Charter School takes on a “triage” approach to screening student needs, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be

provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. The alignment between skill building opportunities before, during and after school will enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child. Data from iReady Assessments, class grades, attendance, and behavior referrals will be used to target students who can benefit from participation in the ELOP Programming. However, all students will be eligible to participate.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

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Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Charter School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school's Wellness Policy. The YPICS wellness policy governs how the charter school supports students to make healthy choices and maintain healthy behaviors. The YPICS Board recognizes the link between student health and desires to provide a comprehensive program promoting healthy eating and physical activity for our students. We are committed to:

- Providing opportunities, support, and encouragement to all students to be physically active on a regular basis;
- Ensuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements according to the USDA Smart Snacks in Schools (SSIS) guidelines.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Programs, events, and learning experiences provided by the Charter School will offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants. All activities will respect and be responsive to the diversity of program participants, their families, and community.

The goal of the model is to make expanded learning guaranteed and viable so that all students who attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active. To ensure all students can participate in before and after school programs, accessible transportation will be provided by the school when necessary.

Staff assigned to work with students in the expanded learning program will reflect the diversity and language of the students they serve. Staff will be highly trained in meeting their linguistic needs and have explicit knowledge of working with students with disabilities.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and

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paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I).

The Charter School will employ the following staff members for ELO-P:

1. Full-time YPICS staff that will work additional hours after school;
2. Highly qualified credentialed teachers;
3. Highly qualified paraprofessionals ;
4. Third-Party employees from a vendor such as “Think Together”

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The goal of the Expanded Learning Opportunities Program on YPICS campuses is to support students to build academic skills through Targeted Academic Support including Tutoring and Project Based Learning Enrichment Classes and to support students to build their social emotional skills through participation in students designed clubs and in sports.

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Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

YPICS Campuses currently have a partnership with “Think Together” to provide students with expanded learning opportunities. In 2020, Think Together in Los Angeles served 3,229 total students for 193,645 program hours. Think Together has worked with YPICS sites in the following manner:

Summer and After School Learning Programs: Provided recovery through expanded learning, enrichment and physical fitness over the summer months through a full-day program offering a variety of activities, with an emphasis on social-emotional learning and support; uses certificated teachers with expanded learning professionals. After School Learning Programs provided a variety of learning opportunities for our children.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Charter School employs a continuous quality improvement plan by identifying problems, implementing and monitoring corrective action and studying its effectiveness. YPICS maintains a cohesive instructional program based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, and modification of instruction based on student outcomes.

Based on the analysis of summative and formative assessments throughout the year, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. **To sustain these interventions, the budget will be reviewed consistently and cost allocations will be connected to program needs.**

11—Program Management

Describe the plan for program management.

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The Coordinator of Community Schools will manage the program with the support of the **Coordinator of Expanded Learning**, school site administrators and the After School Site Coordinator. The Senior Director of Community Schools Partnerships will provide grant and budget management and compliance support. The following are the steps for program management.

1. Identify students for the ELOP
2. Identify interested current staff
3. Develop a team to ensure components of the plan inclusive of the following: Safe and Supportive Environment; Active and Engaged Learning; Skill Building; Youth Voice and Leadership; Healthy Choices and Behaviors; Diversity, Access, and Equity; Quality Staff; Clear Vision, Mission, and Purpose; Collaborative Partnership; Continuous Quality Improvement.
4. Manage **and braid in** funding for staffing and supplies
5. Assessment of program implementation

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P funding and programming will enhance the After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) programs on campus before school, after-school and during break like in the summer with activities that complement and support classroom-based instruction, and provides activities that support student to grow social-emotionally. The After School coordinator will be

responsible for daily management of the program with support from the school site administration. ELOP programming will follow the same guidelines and expectations.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Daily Program Schedule

Snack/Attendance	3:30 - 4:00
Session 1	4:00 - 5:00
Session 2	5:00 - 6:30

Nine-Hour Summer

Before School	8:00-8:57
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Period 1	9:00-9:47
Period 2	9:50-10:37
Period 3	10:37-11:24
LUNCH	11:25-12:15
Period 5	12:15-1:05
Period 6	1:10-2:00
Session 1	2:00-3:30
Session 2	3:30-5:00

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program,

on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following: (A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3. (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

[LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

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[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).\

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:
(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science. (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

Prepared by:

YPI Charter Schools

Ruben Duenas, Chief Operations Officer

Nicholas Silva, Coordinator of Expanded Learning Programs

Originally Approved on February 28, 2022

Revised and Approved on August 28, 2023

Revised and Approved on June 8, 2026

This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Monseñor Oscar Romero Charter School

Contact Name: Freddy Zepeda

Contact Email: mrzepeda@romerocharter.org

Contact Phone: (213) 413-9600

Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

- Monseñor Oscar Romero Charter School- 2670 west 11th Street, Los Angeles CA 90006

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Expanded learning opportunities will be offered on the campus of the Charter School. The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. The Charter School implements a framework of School-wide Positive Behavior Intervention and Support in conjunction with Restorative Justice practices.

The Charter School operates an Attendance Recovery (AR) program in conjunction with ELO-P outside of regular school hours. AR sessions are integrated into our expanded learning schedule, ensuring participating students seamlessly transition into enrichment, recreational activities, and meal services upon completing their recovery coursework.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Charter School provides students with a rigorous standards-based instructional program for students. To ensure success for all students, staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the academic content. The Charter School leadership team will ensure alignment between academic goals and targets during the typical instructional day with learning opportunities either before school, after school, weekends, intersessions (Thanksgiving, winter, spring, and summer breaks), and holidays. The program will also include student clubs and sports to ensure students are meaningfully engaged. In addition to providing programs focused on academics, social emotional learning, **technology**, enrichment and physical activities, the program will also implement activities such as the ones described below to further engage students in learning experiences which complement the regular school day learning.

Evening and/or weekend field trips:

- Visit Museums: Discovery Center, Natural History, Academy of Arts & Sciences, The Getty, LACMA, Autry, etc.
- Hiking experiences
- Sporting Events: Professional Baseball, Basketball, Soccer game, College Football, Basketball, Volleyball, Soccer game, etc.
- Musical Plays
- Practices off campus: i.e. Volleyball scrimmage on the beach
- Service Projects: Beach Clean-up, river clean-up
- College Visit: Campuses near our neighborhood
- Amusement Parks: in connection with math, physics, art, etc.

Overnight weekend field trips:

- College campus tours: Overnight college tour (1 night, 2 days)- visit Northern and Southern California colleges.
- Outdoor expeditions/programs (hiking, camping, backpacking, and ropes course)

Summer/Supplemental programs:

- College campus tours: Overnight college tour (3 night, 4 days) - Visit schools out of state
- Resident Programs: overnight programs on college campus
- Outdoor expeditions expeditions/programs (hiking, camping, backpacking, and ropes course)
- Summer Camp experiences: Technology, STEAM, College Bound, etc.
- Overnight sleep away camp
- Overnight (week long) educational tours: Programs out of state/country will provide students opportunities to learn other cultures and explore new cities/countries and geographical landmarks.
- Partnerships with other local non-profit organizations
- Provide nine hour programming for a minimum of 30 non-school days per school year

The Goals of the Expanded Learning Opportunities Program are:

1. To improve academic skills through Targeted Academic Support which will include tutoring and Project Based Learning Enrichment Classes.
2. To create a sense of connection to school (belonging) through clubs and sports.

In alignment with our continuous quality improvement plan, the school utilizes an Attendance Recovery program to recapture lost instructional time and mitigate chronic absenteeism. Supervised by a certified Teacher, the AR curriculum provides targeted, standards-aligned academic intervention in core subjects, serving as a direct extension of our daily instructional program.

ELOP programming will enhance the learning and growth opportunities provided during the regular school day and will not be a duplication.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The Charter School takes on a “triage” approach to screening student needs, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the

analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. The alignment between skill building opportunities before, during and after school will enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child. Data from iReady Assessments, class grades, attendance, and behavior referrals will be used to target students who can benefit from participation in the ELOP Programming. However, all students will be eligible to participate.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Charter School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school's Wellness Policy. The YPICS wellness policy governs how the charter school supports students to make healthy choices and maintain healthy behaviors. The YPICS Board recognizes the link between student health and desires to provide a comprehensive program promoting healthy eating and physical activity for our students. We are committed to:

- Providing opportunities, support, and encouragement to all students to be physically active on a regular basis;
- Ensuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements according to the USDA Smart Snacks in Schools (SSIS) guidelines.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Programs, events, and learning experiences provided by the Charter School will offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants. All activities will respect and be responsive to the diversity of program participants, their families, and community.

The goal of the model is to make expanded learning guaranteed and viable so that all students who attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active. To ensure all students can participate in before and after school programs, accessible transportation will be provided by the school when necessary.

Staff assigned to work with students in the expanded learning program will reflect the diversity and language of the students they serve. Staff will be highly trained in meeting their linguistic needs and have explicit knowledge of working with students with disabilities.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l).

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5. Assessment of program implementation

General Questions

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Sample Program Schedule

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Daily Program Schedule

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Nine-Hour Summer

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Period 6	1:10-2:00
Session 1	2:00-3:30
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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

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[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

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EC Section 46120(c):

[LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).\

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:
(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Coversheet

Bert Corona Charter and Monsenor Oscar Romero School Cost Sharing and Allocation Agreement for Chromebooks

Section: V. Items Scheduled For Action
Item: B. Bert Corona Charter and Monsenor Oscar Romero School Cost Sharing and Allocation Agreement for Chromebooks
Purpose: Vote
Submitted by:
Related Material: BCCS Cost Sharing & Allocation Agreement.pdf
BC cost agreement-chromebooks.pdf
MORCS Cost Sharing & Allocation Agreement.pdf
OR cost agreement-chromebooks.pdf



Cost Sharing & Allocation Agreement

Parties: Bert Corona Charter (General Fund/Core Program) and ELO-P Program Fund

Effective Date: July 1, 2026 – June 30, 2027

Subject: Procurement and Allocation of Chromebooks

1. Purpose & Scope

The purpose of this agreement is to outline the shared cost and compliance-based use of Chromebook devices during ELOP funded programs. These devices are intended to support student-centered, results-driven enrichment and academic support activities (STEM, coding, digital arts, and academic tutoring) as defined by the California Department of Education (CDE) ELO-P guidelines.

2. Compliance & Allowable Use

To ensure compliance with [California Education Code Section 46120](#), YPICS agrees to the following:

- **Program Alignment:** Use of devices and programs align with the ELO-P Program Plan approved by the YPICS Board of Directors, specifically supporting enrichment and academic support outside the regular school day.
- **Supplement, Not Supplant:** Funds will be used only to add to and/or enhance existing programs, and not to replace or substitute for the funds already being used.
- **Shared Use:** When devices are shared between the regular school day and ELO-P activities, costs will be pro-rated based on usage time to remain compliant. A 100% ELO-P purchase requires the devices to be dedicated to the Expanded Learning Opportunity Program use only.

3. Budget & Cost Allocation

The total cost for 126 Chromebooks, including management licenses and protective cases, is estimated at \$58,212. The ELO-P Program cost allocation is 26% or \$15,210.25 based on the following calculations:

 Cost Agreement- Chrome Books

4. Inventory & Asset Management

- **Identification:** All hardware purchased via ELO-P funds will be tagged as "ELO-P Property."
- **Inventory Audit:** Bert Corona Charter will maintain an inventory log for annual CDE audits, including serial numbers, funding sources, and physical location.
- **Reporting:** Expenditures will be included in the Final Expenditure Report due to the CDE by September 30, 2027.

5. Roles & Responsibilities

- **ELO-P Coordinator/Administrator :** Responsible for ensuring the technology is integrated into enrichment modules (e.g., [iReady](#) or STEAM projects).
- **IT Department:** Responsible for device setup, filtering compliance (CIPA), and ongoing maintenance.
- **Fiscal Office:** Responsible for ensuring funds are encumbered by June 30, 2027, per [CDE expenditure deadlines](#).

6. Signatures

Executive Administrator

Date

Executive Director

Date

Compliance Checklist

- Board Approval: Ensure this expenditure is reflected in your Board-approved ELO-P Program Plan posted on your website.
- Grade Level: Confirm these devices are serving the target student population.
- Audit Readiness: Keep a copy of the invoice and this cost agreement to prove the "supplemental" nature of the technology purchase during a state audit.
- Cost Agreement details: Provides breakdown of costs and maintenance for chrome books. [Cost Agreement- Chrome Books](#)

BC Cost Agreement- Chromebooks							
Item Description		Funding Source	ELOP Allocation %	Unit Price	Unit Allocation	Units	Total Allocation
Chromebook Hardware		ELO-P Fund	26%	\$340.00	\$88.84	126	\$11,193.69
Waranty		ELO-P Fund	26%	\$81.00	\$21.16	126	\$2,666.73
Chrome EDU Upgrade		ELO-P Fund	26%	\$32.00	\$8.36	126	\$1,053.52
White Glove		ELO-P Fund	26%	\$5.00	\$1.31	126	\$164.61
E-waste		ELO-P Fund	26%	\$4.00	\$1.05	126	\$131.69
ELOP Allocation Total				\$462.00	\$120.72	\$630.00	\$15,210.25
Item Description		Funding Source	School Fund Allocation %	Unit Price	Unit Allocation	Units	Total Allocation
Chromebook Hardware		ELO-P Fund	74%	\$340.00	\$251.16	126	\$31,646.31
Waranty		ELO-P Fund	74%	\$81.00	\$59.84	126	\$7,539.27
Chrome EDU Upgrade		ELO-P Fund	74%	\$32.00	\$23.64	126	\$2,978.48
White Glove		ELO-P Fund	74%	\$5.00	\$3.69	126	\$465.39
E-waste		ELO-P Fund	74%	\$4.00	\$2.95	126	\$372.31
School Fund Allocation Total					\$90.12	\$504.00	\$43,001.75
School Fund Allocation %			74%				
ELOP Allocation %			26%				
Allocation Determination	25-26 Calendar Days	Daily Min	School Allocation Min	ELOP Minutes			
Shortened Days	38	240	9,120	152			
Regular Days	136	336	45,696	408			
Minimum Days	6	220	1,320	36			
Pre-Summer Session	10	540	0	5,400			
Summer Session	15	540	0	8,100			
Winter Session	4	480	0	1,920			
Spring Session	5	480	0	2,400			
Thanksgiving Session	3	480	0	1,440			
Total Minutes		3,316	56,136	19,856			

Total Hours		55.3	935.6	330.9			
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Cost Sharing & Allocation Agreement

Parties: Monseñor Oscar Romero Charter (General Fund/Core Program) and ELO-P Program Fund

Effective Date: July 1, 2026 – June 30, 2027

Subject: Procurement and Allocation of Chromebooks

1. Purpose & Scope

The purpose of this agreement is to outline the shared cost and compliance-based use of Chromebook devices during ELOP funded programs. These devices are intended to support student-centered, results-driven enrichment and academic support activities (STEM, coding, digital arts, and academic tutoring) as defined by the California Department of Education (CDE) ELO-P guidelines.

2. Compliance & Allowable Use

To ensure compliance with [California Education Code Section 46120](#), YPICS agrees to the following:

- **Program Alignment:** Use of devices and programs align with the ELO-P Program Plan approved by the YPICS Board of Directors, specifically supporting enrichment and academic support outside the regular school day.
- **Supplement, Not Supplant:** Funds will be used only to add to and/or enhance existing programs, and not to replace or substitute for the funds already being used.
- **Shared Use:** When devices are shared between the regular school day and ELO-P activities, costs will be pro-rated based on usage time to remain compliant. A 100% ELO-P purchase requires the devices to be dedicated to the Expanded Learning Opportunity Program use only.

3. Budget & Cost Allocation

The total cost for 126 Chromebooks, including management licenses and protective cases, is estimated at \$35,574. The ELO-P Program cost allocation is 24% or \$8,550.51 based on the following calculations:

📄 Cost Agreement- Chrome Books

4. Inventory & Asset Management

- **Identification:** All hardware purchased via ELO-P funds will be tagged as "ELO-P Property."
- **Inventory Audit:** Bert Corona Charter will maintain an inventory log for annual CDE audits, including serial numbers, funding sources, and physical location.
- **Reporting:** Expenditures will be included in the Final Expenditure Report due to the CDE by September 30, 2027.

5. Roles & Responsibilities

- **ELO-P Coordinator/Administrator :** Responsible for ensuring the technology is integrated into enrichment modules (e.g., [iReady](#) or STEAM projects).
- **IT Department:** Responsible for device setup, filtering compliance (CIPA), and ongoing maintenance.
- **Fiscal Office:** Responsible for ensuring funds are encumbered by June 30, 2027, per [CDE expenditure deadlines](#).

6. Signatures

Executive Administrator

Date

Executive Director

Date

Compliance Checklist

- Board Approval: Ensure this expenditure is reflected in your Board-approved ELO-P Program Plan posted on your website.
- Grade Level: Confirm these devices are serving the target student population.
- Audit Readiness: Keep a copy of the invoice and this cost agreement to prove the "supplemental" nature of the technology purchase during a state audit.
- Cost Agreement details: Provides breakdown of costs and maintenance for chrome books. [Cost Agreement- Chrome Books](#)

OR Cost Agreement- Chromebooks							
Item Description		Funding Source	ELOP Allocation %	Unit Price	Unit Allocation	Units	Total Allocation
Chromebook Hardware		ELO-P Fund	24%	\$340.00	\$81.72	77	\$6,292.58
Waranty		ELO-P Fund	24%	\$81.00	\$19.47	77	\$1,499.11
Chrome EDU Upgrade		ELO-P Fund	24%	\$32.00	\$7.69	77	\$592.24
White Glove		ELO-P Fund	24%	\$5.00	\$1.20	77	\$92.54
E-waste		ELO-P Fund	24%	\$4.00	\$0.96	77	\$74.03
ELOP Allocation Total				\$462.00	\$111.05	\$385.00	\$8,550.51
Item Description		Funding Source	School Fund Allocation %	Unit Price	Unit Allocation	Units	Total Allocation
Chromebook Hardware		ELO-P Fund	76%	\$340.00	\$258.28	77	\$19,887.42
Waranty		ELO-P Fund	76%	\$81.00	\$61.53	77	\$4,737.89
Chrome EDU Upgrade		ELO-P Fund	76%	\$32.00	\$24.31	77	\$1,871.76
White Glove		ELO-P Fund	76%	\$5.00	\$3.80	77	\$292.46
E-waste		ELO-P Fund	76%	\$4.00	\$3.04	77	\$233.97
School Fund Allocation Total					\$92.68	\$308.00	\$27,023.49
School Fund Allocation %			76%				
ELOP Allocation %			24%				
Allocation Determination	25-26 Calendar Days	Daily Min	School Allocation Min	ELOP Minutes			
Shortened Days	38	295	11,210	152			
Regular Days	136	370	50,320	408			
Minimum Days	6	204	1,224	36			
Pre-Summer Session	10	540	0	5,400			
Summer Session	15	540	0	8,100			
Winter Session	4	480	0	1,920			
Spring Session	5	480	0	2,400			
Thanksgiving Session	3	480	0	1,440			
Total Minutes		3,389	62,754	19,856			
Total Hours		56.5	1045.9	330.9			

Coversheet

Approve One Year Extension of the Meal Program Contract for 26-27 School Year

Section: V. Items Scheduled For Action
Item: C. Approve One Year Extension of the Meal Program Contract for 26-27 School Year
Purpose: Vote
Submitted by:
Related Material: YPICS SFA Monsenor Oscar Romero 26-27 Fresh Start Healthy Meals Contract Extention.pdf

CONTRACT EXTENSION

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED Pages

Renewal (Extension Number) 3	Agreement Number (Base year) MORCS2023FSMC
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1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

Monsenor Oscar Romero

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

"Fresh Start Healthy Meals Inc - Tax ID: 85-0729078"

2. Base year contract term: 2023 Effective date: July 1 2023 Expiration date: June 30, 2024

Extension year: 2026 Effective date: July 1, 2026 Expiration date: June 30, 2027

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: **\$746,289.00 Units Per Year Breakfast: 420 Lunch: 680 Snack: 215**

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal.**

Please include your cost per meal table.)

Payment Terms

Current Price:
Breakfast:\$2.64 Lunch -\$3.93
Snack: \$1.07

New Pricing w/ Current CPI:
Breakfast: \$2.73 Lunch - \$4.06
Snack: \$1.11

1% Discount for 15 day payment
1.5% Late Fee after 30 days
Net 30 Payment

Transportation

Minimum Number of Meals per Delivery 500 Meals*
EX: 250 breakfast 250 lunches
Additional Pricing Disclosure: If minimum is not met an extra transportation fee will be applied of: \$ 250.00

Current Special Pricing:
Breakfast:\$3.67 Lunch:\$4.96
Current Server Charge: 26.54

New Special Pricing: Breakfast:
\$3.79 Lunch: \$5.09

Server Charge:\$27.50

Vended Meals Contract

CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)
Fresh Start Healthy Meals

BY (Authorized Signature)



DATE SIGNED (Do not type)

05/07/2026

PRINTED NAME AND TITLE OF PERSON SIGNING

Juan Carlos Saucedo

ADDRESS

13294 Ralston Ave, Rancho Cascades CA 91342

SCHOOL FOOD AUTHORITY

SCHOOL FOOD AUTHORITY NAME

BY (Authorized Signature)

PRINTED NAME AND TITLE OF PERSON SIGNING

DATE SIGNED (Do not type)

ADDRESS

Section C of the Base Agreement is modified as follows:

Meal Type Fee Per Meal Annual Meals(EST) Annual Cost(Est)

Meal Type:	Fee Per Meal:	Annual Meals:	Annual Cost:
Breakfast	\$2.73	75,600	206,388.00
Lunch	\$4.06	122,400	496,944.00
Snack	\$1.11	38,700	42,957.00
Server Fee's # of servers	Fee Per Hour: \$27.50	Number of Hours: n/a	Annual Cost: n/a

Coversheet

Approve YPICS Extreme Weather Policy and Procedures

Section: V. Items Scheduled For Action
Item: D. Approve YPICS Extreme Weather Policy and Procedures
Purpose: Vote
Submitted by:
Related Material: Extreme Weather Policy (Ed. Code 33355) (4913-6566-0573.v5).pdf



Extreme Weather Policy and Procedures (Education Code § 33355 Compliance)

1. Purpose

The purpose of this policy is to protect the health and safety of students and staff during extreme weather conditions by establishing clear, objective criteria and procedures for modifying or canceling outdoor physical activity. This policy is adopted pursuant to California Education Code § 33355 and incorporates guidance issued by the California Department of Education (“CDE”) and California Department of Public Health (“CDPH”).

2. Scope

This policy applies to outdoor pupil physical activities covered by Education Code section 33355, including physical education classes, school-sponsored sports, and athletic practices and games, except for interscholastic athletic programs administered by the California Interscholastic Federation (“CIF”), which must comply with CIF guidelines pursuant to Education Code sections 33355(d) and 35179.8. **The policy also applies to students eating outdoors during environmental and weather events.**

Nothing in this policy supersedes CIF heat illness, acclimatization, or other applicable athletic safety requirements for CIF-administered interscholastic athletic programs. For non-CIF school-sponsored sports, practices, games, clubs, or other outdoor physical activities, this policy applies unless a more protective activity-specific protocol is adopted.

As a best practice, the School will also apply this policy, as appropriate, to the following school-supervised outdoor activities:

- Break Time and lunch periods including outdoor physical activity **and eating outdoors**
- Outdoor assemblies and events
- Field trips involving outdoor exposure
- Other outdoor activities involving student exertion or extended outdoor exposure

3. Definitions

“Extreme Weather Conditions” means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to pupils. For purposes of this policy, the term also includes but is not limited to hazardous air quality, wildfire smoke, high winds, extreme cold, **rainy days, high humidity days,** lightning, extreme cold, or other hazardous environmental conditions identified by the National Weather Service, local public health authorities, local emergency management agencies, or other reliable public safety sources.

“Physical Activity” means physical education classes, school-sponsored sports, and athletic practices and games conducted outdoors, except for CIF-administered interscholastic athletic programs. As a best practice, this policy may also be applied to other school-supervised outdoor activities involving student exertion or extended outdoor exposure **(eating or being outside).**

4. Individual and Activity-Specific Risk Factors

In applying this policy, the School shall consider student age and developmental level, the duration and intensity of outdoor activity, access to shade, water, rest breaks, cooling or heated indoor spaces, the availability of indoor alternatives, and known student health needs or accommodations.

Staff shall take additional precautions for students who may be more vulnerable to weather-related distress, including younger students, students with disabilities, students with asthma or other respiratory conditions, students taking medications that may affect heat tolerance, and students who are not acclimatized to heat.

5. Weather and Air Quality Monitoring

5.1 Decision Authority



The **Chief Operations Officer, Executive Administrator, School Culture and Climate Administrator** are all authorized to modify, postpone, relocate, or cancel outdoor pupil physical activities under this policy. Teachers, coaches, supervisors, and other staff may immediately stop or modify an outdoor activity when they observe conditions or student symptoms that create an immediate safety concern and shall promptly notify the Administration via the **site emergency slack channel**.

5.2 Responsible Personnel

The following position(s) are responsible for monitoring weather conditions:

- Chief Operations Officer,
- School Culture and Climate Administrator
- Physical Education Teacher

5.3 Monitoring Tools

Designated personnel shall monitor conditions using:

- Temperature monitoring
 - [NWS HeatRisk](#)
 - [CallHeatScore](#)
- Air quality monitoring
 - [Air Quality Index Map](#)
- Air quality monitoring during wind fire or ash events
 - [AirNow.gov](#)- measures real-time, reliable data for particulate matter present in smoke and dust.
 - [Fire.airnow.gov](#) -measures the main type of particulate matter present in smoke and depicts areas of major concern around the fires.
- Humidity
 - [National Weather Service](#)
- County public health
- County OES/emergency alerts
- NWS alerts/watches/warnings
- Local fire agency alerts where wildfire smoke/fire conditions are relevant

Windblown ash particles may not be reflected in the Air Quality Index (AQI) map. However, they are typically visible to the naked eye either in the air or on outdoor surfaces. Although the AQI may show green, hazardous ash may be present in the air. If you smell smoke or see ash, take precautions outlined above.

High wind warnings are issued by the National Weather Service for sustained surface winds greater than 40 mph lasting more than an hour; or winds over 58 mph over land that are either predicted or occurring for an unspecified period of time.

5.4 Monitoring Frequency

Designated personnel shall check applicable weather and air quality sources:

- At least once each school day before outdoor physical activities begin;
- Before scheduled PE, recess, outdoor athletic practices, outdoor events, or field trips when the forecast shows elevated risk;
- At midday or before afternoon outdoor activities during periods of elevated heat, poor air quality, storms, high winds, or other hazardous conditions; and
- More frequently, including hourly or as conditions change, when an alert, advisory, warning, or elevated risk level is in effect.

If the designated responsible person is unavailable, the Chief Operations Officer shall conduct the review.

6. Weather Thresholds and Required Responses



The School adopts the following thresholds, consistent with CDE/CDPH guidance.

6.1 **Heat (NWS HeatRisk Levels)**

Value	Risk Level	School Response
Green 0	Little to no risk from expected heat.	Normal activities may proceed. Encourage routine hydration and monitor students.
Yellow 1	Minor - Primarily affects those who are extremely sensitive to heat and without cooling/hydration.	Outdoor activity may proceed with increased access to water, shade, and rest. Monitor students who are heat-sensitive or medically vulnerable.
Orange 2	Moderate - Affects those who are sensitive to heat, especially those without cooling/hydration, and some health systems and industries.	Modify outdoor physical activity. Reduce intensity and duration, increase rest and hydration breaks, use shade/cooling areas, and schedule activity during cooler parts of the day when possible. Consider indoor alternatives for younger or vulnerable students.
Red 3	Major - Affects anyone without cooling/hydration as well as health systems and industries.	Avoid or cancel outdoor physical activity during the heat of the day, generally 10:00 a.m. to 5:00 p.m., unless adequate mitigation measures make the activity safe. Move activities indoors, postpone, shorten, or substantially modify activity.
Magenta 4	Extreme - Rare and/or long-duration extreme heat with no overnight relief affecting anyone without cooling/hydration as well as health systems, industries, and infrastructure.	Cancel outdoor physical activity or move it indoors. Outdoor physical activity shall not proceed unless necessary for student safety and is approved by the site administrator or designee based on emergency circumstances.

During HeatRisk Level 3 or higher, staff responsible for scheduling outdoor physical activities should plan in advance to avoid the heat of the day, generally between 10:00 a.m. and 5:00 p.m., when feasible.

6.2 **CalHeatScore Interpretation Table**

CalHeatScore	Impact Level	Meaning
CHS 0	Low	Little to no heat-related health impacts are expected.
CHS 1	Mild	Warm day. A minor increase in heat-related health impacts is expected among those sensitive to heat.
CHS 2	Moderate	Very warm day. A moderate increase in heat-related health impacts is expected among those sensitive to heat.
CHS 3	High	Hot day. An increase in heat-related health impacts is expected for everyone, especially those without access to adequate cooling and hydration or those engaged in strenuous physical activity outdoors. This level of heat can pose a significant risk to health.
CHS 4	Severe	Extreme heat day. A major increase in heat-related health impacts is expected for everyone, especially those without access to adequate cooling and hydration or those engaged in strenuous physical activity outdoors. This level of heat can pose a very serious risk to health.

6.3 **Air Quality (AQI Levels)**



Staff shall follow any student-specific health plans, asthma action plans, Section 504 plans, IEP accommodations, or parent/medical instructions applicable to poor air quality or respiratory conditions.

AQI	Required Response
Good (0–50)	Normal activities. - Outdoor physical education permitted
Moderate (51–100)	Normal activities for most students; monitor unusually sensitive students. - Outdoor physical education permitted
Unhealthy for Sensitive Groups (101–150)	Reduce prolonged or heavy exertion for sensitive students; provide indoor alternatives or modified activity as needed. - Outdoor physical education permitted - Modify for students with asthma, medical notes, allergies, etc.
Unhealthy (151–200)	Modify outdoor physical activity for all students; reduce duration and intensity; move prolonged or strenuous activity indoors where feasible. - Indoor physical education only - If no indoor physical education facilities are available, a classroom will be used instead. - Health education lessons should be taught on these days.
Very Unhealthy (201–300)	Cancel or move outdoor physical activity indoors. - Indoor physical education only - If no indoor physical education facilities are available, a classroom will be used instead. - Health education lessons should be taught on these days.
Hazardous (301–500)	Cancel outdoor physical activity and follow public health/emergency guidance. - Indoor physical education only if school is in session - If no indoor physical education facilities are available, a classroom will be used instead. - Health education lessons should be taught on these days.

6.4 Other Weather Conditions

For weather conditions not specifically addressed by the HeatRisk or AQI thresholds above, the School may modify, postpone, relocate, or cancel outdoor activities when site conditions, official alerts, or staff observations indicate that the activity may pose an unreasonable risk to student health or safety. Relevant conditions may include, but are not limited to, lightning or thunder, heavy rain, flooding or standing water, high winds, extreme cold, poor visibility, unsafe walking or play surfaces, falling-object hazards, or other hazardous conditions identified by public health, emergency management, weather, fire, or other public safety authorities.

In determining the appropriate response, administrators may consider the severity and expected duration of the condition, the age and needs of affected students, the nature and intensity of the activity, available shelter or indoor alternatives, transportation or dismissal impacts, and whether reasonable mitigation measures are available. Staff supervising students outdoors may take immediate action to address an unsafe condition and shall promptly notify the **Executive Administrator and School Culture and Climate Administrator verbally or by a direct message in Slack.**

6.5 Conflicting Information

If reliable weather or air-quality sources report materially different conditions, the School shall use the more protective applicable threshold or response unless the site administrator or designee documents a reasonable basis for using a different source, such as a more localized official reading or a site-specific condition.

7. Modifying or Canceling Activities



When a weather or air-quality threshold is met, the School shall modify, postpone, relocate, or cancel outdoor physical activities as necessary to protect student health and safety. The appropriate response shall be determined based on the applicable threshold, the age and needs of affected students, the intensity and duration of the activity, available mitigation measures, and current site conditions.

Modifications may include shortening the activity period, reducing running or other high-exertion activities, replacing vigorous activity with low-intensity skill work or walking, increasing water and rest breaks, using shaded or covered areas, rotating groups indoors, moving the activity to a cooler part of the day, postponing the activity, or canceling the activity.

Staff supervising outdoor activities may immediately reduce, stop, or move an activity indoors if conditions become unsafe or if a student shows signs of weather-related distress. Staff shall promptly notify the site administrator of any significant modification, cancellation, or health concern.

For field trips or off-campus activities involving outdoor exposure, the trip leader shall review forecasted weather and air quality conditions before departure and, when elevated risk is forecasted, shall consult with the site administrator or designee regarding modification, postponement, cancellation, additional water/rest/shade measures, or indoor alternatives at the destination.

8. Indoor Alternative Activities

The School shall identify available indoor or sheltered locations that may be used when outdoor physical activities are modified, relocated, or canceled due to extreme weather conditions. Available locations may include classrooms, Multipurpose Room, Modular building.

When outdoor activity is moved indoors, staff shall select activities appropriate to the students' age, available space, supervision, and current conditions. Indoor alternatives may include modified physical education lessons, health or nutrition instruction, stretching, yoga, low-intensity movement, classroom movement breaks, skill instruction, rules or safety instruction, or other supervised activities that can be conducted safely indoors.

Staff shall ensure that indoor alternatives are adequately supervised and do not create unsafe crowding, blocked exits, excessive noise, or other conditions that would create a separate safety concern.

9. Communication Protocols

The School shall communicate weather-related decisions to staff and students **through the site based emergency slack channel and verbally with staff and students** or as appropriate based on the timing and nature of the condition.

Communications should identify the affected activity, the required modification or cancellation, and any immediate supervision or safety instructions.

The School shall notify families when weather conditions result in cancellation that will affect families, such as cancellation of an activity, significant modification of the school day, or changes to transportation, dismissal, or pickup. Notice may be provided by email, SMS or alert system, website update, or other regular school communication method.

When feasible, notice should be provided in advance. Same-day updates may be provided as conditions change.

10. Staff Training

Staff members who supervise, schedule, or make decisions regarding outdoor student activities shall receive annual training on this policy, applicable monitoring tools, activity modification procedures, recognition of heat-related illness and other weather-related health risks, and appropriate response protocols. Training should also address when to seek health office assistance, contact a parent/guardian, or call 911.

The School shall maintain records of staff training completion.



11. Weather-Related Illness and Emergency Response

11.1 Signs of Heat-Related Illness

Staff shall be trained to recognize symptoms including:

- Dizziness, fatigue, or confusion
- Nausea or vomiting
- Rapid pulse
- Loss of consciousness

11.2 Response to Heat-Related Illness Symptoms

- Stop activity immediately
- Move student to a cool/shaded area
- Provide water
- Contact School health personnel
- Call 911 immediately if a student has loss of consciousness, confusion, seizure, difficulty breathing, chest pain, signs of heat stroke, symptoms that rapidly worsen, or any condition that appears life-threatening.
- Parents/guardians shall be notified as soon as practicable when a student experiences a weather-related health incident requiring removal from activity, health office evaluation, emergency care, or other significant intervention.

11.3 Incident Reporting

All weather-related health incidents shall be documented in accordance with [School procedures](#).

12. Coordination with External Agencies

The School shall coordinate, as appropriate, with local public health departments, emergency management agencies, local air districts, fire agencies, weather services, and athletic governing bodies regarding extreme weather conditions that may affect student safety. Coordination may include monitoring official alerts, following applicable public health or emergency guidance, consulting with local agencies when conditions warrant, and incorporating relevant local information into site-level decisions.

If the School participates in CIF-administered interscholastic athletics, the School shall ensure that applicable athletic personnel are aware of and follow CIF requirements and any other applicable sport-specific safety rules.

13. Facilities and Mitigation Measures

To the extent feasible, the School shall maintain or identify mitigation measures that reduce student exposure to extreme weather conditions during outdoor activities. These measures may include access to drinking water, shaded or covered areas, rest areas, cooling or heated indoor spaces, and procedures for moving students indoors when conditions require.

During wildfire smoke or poor air-quality events, the School shall consider available measures to reduce indoor exposure, including use of appropriate indoor spaces, keeping windows and doors closed when appropriate, monitoring indoor air quality where feasible, and following applicable public health or local air district guidance.

The School's ability to implement specific mitigation measures may vary based on the campus, facilities, staffing, and the nature of the activity. However, lack of a particular mitigation measure shall be considered when determining whether an outdoor activity should be modified, postponed, relocated, or canceled.

14. Recordkeeping and Compliance

The School shall maintain records reasonably documenting implementation of this policy, including staff training completion, significant weather-related activity modifications or cancellations, and significant weather-related health incidents. Records may include weather decision logs, staff notifications, calendar notes, incident reports, training rosters,



or other records reasonably documenting implementation. Records shall be retained in accordance with applicable School policies.

15. Annual Review and Update

This policy shall be reviewed and updated at least annually to:

- Reflect updated CDE/CDPH guidance
- Incorporate lessons learned from prior implementation
- Address emerging concerns or challenges
- Reflect changes in weather patterns and advances in safety practices,
- Incorporate stakeholder feedback, and
- Ensure continued compliance with applicable law

The annual review should occur before the start of the school year or before the season when extreme weather is reasonably anticipated.

16. Authority and Implementation

The **Chief Operations Officer** is responsible for implementation and enforcement of this policy.

June 8, 2026 V1



Extreme Weather Procedures

Topics

- [Extreme Weather Considerations](#)
- [Modification to Instruction](#)
- [Rainy Days](#)
- [Hot, Cold, and High Humidity](#)
- [Poor Air Quality, Fire, Wind, Windblown Ash, and Smoke Advisory Safety Procedures](#)

Extreme Weather Considerations

Sensitive groups are people who are more susceptible to the harmful effects of air pollution. These groups include: children, pregnant women, older adults, people with lung disease including asthma, people with heart disease, people with diabetes.

Additional considerations need to be made based on the type of field being used by Physical Education class.

- **Surface Type:** The material of the field being used matters. Blacktop or concrete can increase the actual temperature affecting students, whereas grass does not increase the temperature as much. However, blacktop dries faster than grass, and wet grass can become muddy and create a slip hazard.
- **Vulnerability:** Staff must take additional precautions for students more vulnerable to weather-related distress, such as younger students, those with disabilities, asthma or other respiratory conditions, individuals on medications affecting heat tolerance, and those not acclimatized to heat.
- **Individual Student Needs:** When applying the policy, the school must consider known student health needs or accommodations, including student-specific health plans, Section 504 plans, and IEP accommodations.
- **Mitigation Measures:** The school's ability to implement mitigation measures—such as access to shade, water, rest areas, or heated/cooled spaces—may vary by campus. A lack of these measures should be a factor in determining whether to modify, postpone, or cancel an activity.
- **Site Conditions:** Staff should monitor for site-specific hazards like lightning, heavy rain, flooding, poor visibility, or falling-object hazards, even if they aren't explicitly listed in the main heat or air quality thresholds.

Modification to Instruction

Modifications include:

- **Indoor alternatives:** When moved indoors, options include health or nutrition instruction, stretching, yoga, classroom movement breaks, or rules and safety instruction. **activities that do not involve running, or other strenuous activities.**
- **Replacing vigorous activity:** Swapping high-exertion tasks with low-intensity skill work or walking.
- **Increasing support:** Providing more frequent water and rest breaks.
- **Environmental adjustments:** Utilizing shaded or covered areas for activities.
- **Rotating groups:** Moving groups indoors in rotation rather than all at once.
- **Scheduling changes:** Moving the activity to a cooler part of the day.
- **Shortening the activity period:** Reducing the duration of the class or activity.
- **Postponing or canceling:** If other mitigation measures are insufficient.

Rainy Days

Rainy days will be determined by the Executive Administrator, and/or Schools Culture and Climate Administrator in collaboration with the physical education staff at each school site.



Hot, Cold, and High Humidity

Extreme Temperature

Temperature	Required Response
80-89°F	Athletes and students are monitored closely for heat distress; frequent water breaks must be provided.
90-94°F	PE classes should be moved indoors if possible. If outdoors, mandatory breaks are required every 30 minutes.
95°F or higher	All strenuous outdoor activities, recess, and PE classes must be moved to air-conditioned spaces or canceled
below 45°F	physical activity and meals will be restricted to an indoor environment.

Because Pacoima /San Fernando Valley can experience much higher temperatures and humidity fluctuations than coastal LA, local coaches and PE teachers also strictly monitor the National Weather Service's NOAA HeatRisk Map to make adjustments

Humidity

Heat Index	Required Response
Dew point is below 60°F, OR ambient temperature is below 84°F.	PE and sports activities may proceed
Dew point is 60°F to 64°F, AND ambient temperature is 85°F to 89°F.	<p>Lighten the physical workload.</p> <p>PE Modifications: Reduce continuous running; increase instructional/skill-based drills.</p> <p>Sports Modifications: Limit protective equipment (e.g., football pads, helmets) to periods of active drill work only. Remove them during rest.</p> <p>Hydration: Mandatory water breaks every 20 minutes in shaded areas.</p>
Threshold: Dew point is 65°F to 69°F, AND ambient temperature is 90°F to 94°F.	<p>Maximum physical exertion is strictly prohibited.</p> <p>PE Modifications: Move classes indoors to climate-controlled spaces if possible. If stuck outdoors, activity must be limited to walking or low-intensity games.</p> <p>Sports Modifications: Practices are limited to 60 minutes total. No body-to-body contact drills. Frequent rotation of athletes to prevent prolonged exposure.</p> <p>Hydration: Mandatory water breaks every 15 minutes. Ice towels must be available on the sidelines.</p>
Dew point is 70°F or higher, OR ambient temperature reaches 95°F or higher.	<p>All activities must be moved indoors to air-conditioned spaces. If air conditioning is unavailable, instruction must switch to a sedentary classroom layout.</p> <p>Sports Modifications: All outdoor practices, games, and conditioning sessions are canceled or rescheduled to early morning hours (before 9:00 AM) if conditions permit.</p>



Poor Air Quality, Fire, Wind, Windblown Ash, and Smoke Advisory Safety Procedures

- **At All Times**
 - Air purifiers at level 3 to support sensitive groups
- **Air Quality Index and Smoke & Ash:**
 - Schedule:
 - Green- regular schedule
 - Yellow- regular schedule
 - Orange- Modified inclement weather schedule
 - Red- inclement weather schedule
 - Purple- inclement weather schedule
 - Smell Smoke- inclement weather schedule
 - Ash falling- inclement weather schedule
 - Door and Windows:
 - Green- open
 - Yellow- open
 - Orange- closed
 - Red- closed
 - Purple- closed
 - Smell Smoke- closed
 - Ash falling- closed
 - Masks:
 - Green- available
 - Yellow- available
 - Orange- offered to all, recommended for sensitive groups**
 - Red- Mandatory Use
 - Purple- Mandatory outside use
 - Smell Smoke- Mandatory outside use
 - Ash falling- Mandatory outside use
 - PE and Breaks/Lunch:
 - Green- regular schedule
 - Yellow- reduce physical activity at PE and Lunch and breaks
 - Orange- PE indoors, No physical activities; lunch and breaks- Indoors
 - Red- PE indoors, No physical activities; lunch and breaks- Indoors
 - Purple- PE indoors, No physical activities; lunch and breaks- Indoors
 - Smell Smoke- PE indoors, No physical activities; lunch and breaks- Indoors
 - Ash falling- PE indoors, No physical activities; lunch and breaks- Indoors

Special Circumstances

*Windblown ash particles may not be reflected in the Air Quality Index (AQI) map. However, they are typically visible to the naked eye either in the air or on outdoor surfaces. Although the AQI may show green, hazardous ash may be present in the air. **If you smell smoke or see ash, take precautions outlined above.***

***High wind** warnings are issued by the National Weather Service for sustained surface winds greater than 40 mph lasting more than an hour; or winds over 58 mph over land that are either predicted or occurring for an unspecified period of time.*



Procedures and Tools

Procedures

- **Inclement Weather Procedure**
 - Air purifiers must be on level 3
 - Door and windows closed
 - Physical Education classes are held indoors
 - No physical activities indoors or outside at any time during or after school
 - Students remain in the classroom during lunch and breaks
 - Students eat in the classroom
- **Modified Inclement Weather Procedure**
 - Air purifiers must be on level 3
 - Door and windows closed
 - Physical Education classes are held indoors
 - No physical activities indoors or outside at any time during or after school
 - Students can be outside during lunch and breaks
 - Students can eat outside
- **Mandatory Mask use**
 - When outside, children and adolescents should wear tight-fitting KN95 or N95 masks.

Tools

- **Tools** for use by Chief Operations Officer, Executive Administrators, and School Culture and Climate Administrators
 - [Air Quality Index Map](#)
 - [AirNow.gov](#) measures real-time, reliable data for particulate matter present in smoke and dust.
 - [Fire.airnow.gov](#) measures the main type of particulate matter present in smoke and depicts areas of major concern around the fires.
 - If you smell smoke or see ash make safety adjustments
 - Report “out of the ordinary” to your supervisor.

Coversheet

2026-2027 YPICS Salary Tables

Section: V. Items Scheduled For Action
Item: E. 2026-2027 YPICS Salary Tables
Purpose: Vote
Submitted by:
Related Material: 26-27 YPICS Salary Table-2.87%3.08%.pdf

26-27 YPICS Hourly Pay Schedule 3.08%																	
Position	Starting	Ending	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Operations																	
Meal Server	\$18.42	\$21.94	\$18.42	\$18.72	\$19.10	\$19.48	\$19.87	\$20.27	\$20.67	\$21.08	\$21.51	\$21.94					
Meal Program Assistant	\$18.63	\$23.04	\$18.63	\$19.09	\$19.57	\$20.06	\$20.56	\$21.07	\$21.60	\$22.14	\$22.58	\$23.04					
Custodian	\$19.53	\$28.69	\$19.53	\$20.12	\$20.72	\$21.34	\$21.98	\$22.64	\$23.32	\$24.02	\$24.74	\$25.48	\$26.25	\$27.04	\$27.58	\$28.13	\$28.69
Office Assistant	\$20.30	\$29.53	\$20.30	\$20.91	\$21.54	\$22.19	\$22.85	\$23.54	\$24.24	\$24.97	\$25.72	\$26.49	\$27.29	\$27.83	\$28.39	\$28.96	\$29.53
Parent Coordinator	\$25.66	\$34.50	\$25.66	\$26.18	\$26.70	\$27.23	\$27.78	\$28.18	\$29.03	\$29.89	\$30.49	\$31.41	\$32.51	\$33.16	\$33.83	\$34.50	\$34.50
Program Coordinator	\$25.66	\$36.60	\$25.66	\$26.18	\$27.22	\$28.31	\$29.44	\$30.62	\$31.23	\$31.86	\$32.50	\$33.15	\$33.81	\$34.49	\$35.18	\$35.88	\$36.60
School Culture and Climate																	
Supervision Aide	\$19.73	\$23.58	\$19.73	\$20.13	\$20.53	\$20.94	\$21.36	\$21.79	\$22.22	\$22.67	\$23.12	\$23.58					
Supervision- Lead	\$22.04	\$27.39	\$22.04	\$22.70	\$23.39	\$24.09	\$24.81	\$25.31	\$25.81	\$26.33	\$26.86	\$27.39					
SCC Assistant	\$22.04	\$28.21	\$22.04	\$22.70	\$23.39	\$24.09	\$24.81	\$25.55	\$26.32	\$27.11	\$27.65	\$28.21	\$28.77	\$29.35	\$29.93	\$30.53	\$31.14
SCC Manager	\$24.55	\$34.34	\$24.55	\$25.04	\$25.79	\$26.56	\$27.36	\$28.18	\$29.03	\$29.90	\$30.49	\$31.10	\$31.73	\$32.36	\$33.01	\$33.67	\$34.34
PBIS Tier I Manager	\$24.55	\$34.34	\$24.55	\$25.04	\$25.79	\$26.56	\$27.36	\$28.18	\$29.03	\$29.90	\$30.49	\$31.10	\$31.73	\$32.36	\$33.01	\$33.67	\$34.34
Academics																	
Tutor- General Education	\$20.88	\$25.95	\$20.88	\$21.51	\$22.15	\$22.82	\$23.50	\$23.97	\$24.45	\$24.94	\$25.44	\$25.95					
Tutor- Special Education	\$22.04	\$27.38	\$22.04	\$22.70	\$23.39	\$24.09	\$24.81	\$25.55	\$26.32	\$26.32	\$26.85	\$27.38					
Tutor- BII Assistant	\$23.20	\$29.40	\$23.20	\$23.90	\$24.62	\$25.36	\$26.12	\$26.90	\$27.71	\$28.26	\$28.83	\$29.40					
Tutor- Lead	\$23.78	\$32.15	\$23.78	\$24.50	\$25.23	\$25.99	\$26.77	\$27.30	\$27.85	\$28.41	\$28.98	\$29.55	\$30.00	\$30.45	\$30.90	\$31.52	\$32.15
Substitue (Day to Day)	\$38.00																
Substitue (Long Term and Teacher Coverage)	\$45.00																
Community Schools																	
Expanded Learning Coordinator	\$28.36	\$35.64	\$28.36	\$28.93	\$29.50	\$30.09	\$30.70	\$31.31	\$31.95	\$32.59	\$33.25	\$33.91	\$34.25	\$34.59	\$34.94	\$35.29	\$35.64
Youth Mentor	\$22.69	\$32.36	\$22.69	\$23.14	\$23.60	\$24.07	\$24.56	\$25.29	\$26.05	\$26.83	\$27.37	\$27.92	\$28.76	\$29.62	\$30.51	\$31.42	\$32.36
Senior Youth Mentor- not Approved	\$25.23	\$35.28	\$25.23	\$25.99	\$26.77	\$27.30	\$27.85	\$28.69	\$29.55	\$30.43	\$31.35	\$32.29	\$33.25	\$34.25	\$35.28		
Learning and Support Center																	
Information Technology Associate (IT Degree)	\$24.74	\$32.64	\$24.74	\$25.23	\$25.74	\$26.25	\$26.78	\$27.31	\$27.86	\$28.42	\$28.99	\$29.57	\$30.16	\$30.76	\$31.38	\$32.00	\$32.64
Information Technology Technician	\$20.88	\$29.40	\$20.88	\$21.51	\$22.15	\$22.82	\$23.50	\$23.97	\$24.45	\$25.18	\$25.77	\$26.32	\$26.90	\$27.71	\$28.26	\$28.83	\$29.40
Office Assistant- Records	\$20.48	\$30.36	\$20.48	\$21.30	\$22.15	\$23.03	\$23.96	\$24.67	\$25.17	\$25.80	\$26.57	\$27.37	\$28.19	\$29.04	\$29.47	\$29.91	\$30.36
Clerk- Human Resources/Accounts Payable	\$25.02	\$34.49	\$25.02	\$25.77	\$26.54	\$27.34	\$28.16	\$29.00	\$29.87	\$30.77	\$31.39	\$32.01	\$32.49	\$32.98	\$33.48	\$33.98	\$34.49

26-27 YPICS Credentialed Teacher, Counselor, Salary Table (2.87%)															
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20	14 Units or less	\$67,036	\$67,220	\$67,404	\$67,711	\$68,141	\$68,754	\$69,196	\$69,982	\$71,788	\$73,828	\$74,567	\$75,312	\$76,066	\$76,826
21	More than 14 Units	\$67,220	\$67,404	\$67,711	\$68,141	\$68,754	\$69,864	\$70,812	\$72,504	\$74,590	\$77,074	\$77,844	\$78,623	\$79,409	\$80,203
22	More than 28 Units	\$67,404	\$67,711	\$68,141	\$68,754	\$69,554	\$70,813	\$73,204	\$75,337	\$77,499	\$81,079	\$81,890	\$82,709	\$83,536	\$84,371
23	More than 42 Units	\$67,711	\$68,140	\$68,754	\$69,554	\$70,508	\$73,250	\$76,068	\$78,247	\$80,531	\$85,375	\$86,229	\$87,091	\$87,962	\$88,841
24	More than 56 Units	\$68,141	\$68,754	\$69,554	\$70,509	\$73,250	\$76,113	\$79,038	\$81,308	\$84,095	\$89,533	\$90,428	\$91,332	\$92,246	\$93,168
25	More than 70 Units	\$68,754	\$69,554	\$70,112	\$74,134	\$77,012	\$80,029	\$82,099	\$84,644	\$87,934	\$93,782	\$94,720	\$95,667	\$96,624	\$97,590
26	More than 84 Units	\$69,864	\$70,447	\$72,504	\$77,088	\$80,089	\$83,227	\$85,314	\$88,284	\$91,787	\$97,941	\$98,920	\$99,909	\$100,908	\$101,917
27	More than 98 Units	\$69,990	\$73,235	\$75,367	\$80,180	\$83,302	\$86,562	\$88,634	\$91,985	\$95,626	\$102,266	\$103,289	\$104,322	\$105,365	\$106,419
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14

26-27 YPICS Administrative Salary Table 2.87%

Coordinator	1	2	3	4	5	6	7	8	9	10
Classified No Degree	\$73,552	\$75,609	\$77,153	\$80,239	\$82,810	\$85,382	\$87,954	\$90,526	\$93,612	\$96,183
Classified w/ Degree	\$82,810	\$85,896	\$87,954	\$90,526	\$93,612	\$96,183	\$98,755	\$101,584	\$102,870	\$106,470
Certificated Coordinator	\$94,898	\$98,755	\$101,718	\$102,870	\$105,956	\$109,042	\$112,128	\$115,214	\$118,301	\$121,901

Director	1	2	3	4	5	6	7	8	9	10
Director Classified	\$96,698	\$98,755	\$101,841	\$103,899	\$106,985	\$110,071	\$113,157	\$116,243	\$119,329	\$122,415
Director Certificated	\$110,071	\$113,157	\$116,243	\$119,329	\$122,415	\$125,501	\$128,588	\$131,674	\$134,760	\$137,846
Senior Director	\$123,444	\$126,530	\$129,616	\$132,702	\$135,788	\$138,875	\$141,961	\$145,047	\$148,133	\$152,248

Director	1	2	3	4	5	6	7	8	9	10
Executive Administrator	\$135,788	\$137,846	\$140,932	\$145,047	\$148,133	\$152,248	\$156,362	\$160,477	\$164,592	\$168,707